DOCUMENT RESUME

ED 250 764 EA 017 216

TITLE	A Guide to Federal Programs Operated in the State Department of Education. [Revised.]
INSTITUTION	Hawaii State Dept. of Education, Honolulu. Office of the Superintendent.
REPORT NO	RS-84-5677
PUB DATE	Jan 84
NOTE	82p.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Block Grants; Categorical Aid; *Delivery Systems; Elementary Secondary Education; Eligibility; *Federal Programs; Postsecondary Education; Program Implementation; *School Funds; *State Departments of Education
IDENTIFIERS	*Hawaii

ABSTRACT

This guide outlines the purposes, rules, procedures, funding, and status of federal education grant programs in Hawaii. These projects--funded by the United States Department of Education's Offices of Elementary and Secondary Education, Vocational and Adult Education, Special Education and Rehabilitative Services, Educational Research and Improvement, and Bilingual Education and Minority Languages Affairs, and also by the U.S. Departments of Agriculture and Health and Human Services--are described in order, according to grantor and then by type of grant. Each program description summarizes eligibility requirements, basic provisions, significant rules and regulations, application and disbursement procedures, and matching provisions; lists the state agency and officers administering the grant; tabulates federal allocations for the years since the program's inception; and briefly reviews the program's activities. An appended table compares federal funds received in fiscal year 1983 with those received in 1984. (MCG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED250764

EA 017 216

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Stafford Nagatani

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A GUIDE TO FEDERAL PROGRAMS OPERATED IN THE STATE DEPARTMENT OF EDUCATION

Office of the Superintendent/Planning & Evaluation Services Branch
Department of Education • State of Hawaii • RS 84-5977 (Rev. of RS 83-4316) • January 1984

The Honorable George R. Ariyoshi
Governor, State of Hawaii

BOARD OF EDUCATION

Noboru Yonamine, Chairperson
John Penebacker, First Vice-Chairperson
Sherwood M. Hara, Second Vice-Chairperson

Rev. Darrow L.K. Aiona
Margaret K. Apo
Mako Araki
Dr. Hatsuko F. Kawahara
June C. Leong
Janie Nakamatsu, J.D.
Meyer M. Ueoka
William A.K. Waters
Randal Yoshida
Dr. Nancy Foon Young

Dr. Donnis H. Thompson, Superintendent of Education
Dr. Lloyd K. Mig'ta, Deputy Superintendent

Bartholomew A. Kane, State Librarian

Vernon H. Honda, Assistant Superintendent
Office of Business Services

Dr. Evelyn Klinckmann, Assistant Superintendent
Office of Instructional Services

Ronald Nakano, Assistant Superintendent
Office of Personnel Services

Francis M. Hatanaka, District Superintendent
Central District Office

Lokelani Lindsey, District Superintendent
Maui District Office

Dr. Kiyoto Mizuba, District Superintendent
Hawaii District Office

Dr. Mitsugi Nakashima, District Superintendent
Kauai District Office

Andy Nii, District Superintendent
Leeward District Office

Dr. Margaret Y. Oda, District Superintendent
Honolulu District Office

Kengo Takata, District Superintendent
Windward District Office

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
Foreword	iii
Preface	iv
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION	
Financial Assistance to Meet Special Educational Needs of Disadvantaged Children	1
Financial Assistance to Children in Institutions for Neglected or Delinquent	3
Secretary's Initiative to Improve the Quality of Chapter 1, ECIA Projects - Hawaii Chapter 1 Project for Program Improvement through Monitoring	5
Follow Through Program	7
Civil Rights Assistance Project - Desegregation of Public Education - Sex Desegregation	10
Civil Rights Assistance Project - Desegregation of Public Education - National Origin Desegregation	11
Aid for Federally Impacted Areas	13
Chapter 2, Education Consolidation and Improvement Act of 1981	16
Indian Education - Local Educational Agencies and Tribal Schools	19
OFFICE OF VOCATIONAL AND ADULT EDUCATION	
Vocational-Technical Education Programs	21
Adult Basic Education	26
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES	
Assistance to States for Education of Handicapped Students	29
Preparation of Personnel in the Education of the Handicapped	33
Assistance to Children Attending State-Supported or State-Operated Programs for the Handicapped	35

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

Library Services and Construction 38

National Diffusion Network Program 41

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

Bilingual Education, Basic Project, Limited English Speaking Students in Grs. 9 to 12 43

Bilingual Education, Basic Project, School/Home Partnership in Early Learning 45

Bilingual Education, Basic Project, Project EXIT English and Cross-Cultural (X) Improvement in Testing 47

Bilingual Education, Training Project, SEA Institute for Effective Leadership in Bilingual Education 49

Bilingual Education, State Educational Agency Project for Coordinating Technical Assistance . . 51

Bilingual Education, Bilingual Education Multifunction Support Center 53

Transition Program for Refugee Children 55

DEPARTMENT OF AGRICULTURE

School Lunch Program 57

Child Nutrition Programs 59

Nutrition Education and Training Program 61

DEPARTMENT OF HEALTH

Preventive Health and Health Services Block Grant . . 63

APPENDIX

A Comparison of Federal Grant Awards and Other Federal Funds Received During Fiscal Years 1983 and 1984 65

F O R E W O R D

This is the eighteenth edition of the Guide to Federal Programs Operated in the State Department of Education since it was first published in January, 1966.

The purpose of this guide remains the same as that in the first edition: to provide a brief overview of current federal education grant programs to members of the Board of Education; legislators; the Governor and his staff; state, district, school administrators and staff personnel interested in the educational welfare of the people of Hawaii.

This guide will have served its purpose if it will be of use to its readers.

Requests for additional information about any of the programs described should be made to the Grants Application and Management Services Section, Planning and Evaluation Services Branch.

Donnis H. Thompson

DONNIS H. THOMPSON
Superintendent of Education

January, 1984

P R E F A C E

The federal funded programs listed in this Guide are grouped according to types of grants. This preface examines the types of grant funds distributed either directly or indirectly to our schools.

GRANTS

There are two major types of Federal grants--Block grants and Categorical grants. The program managers of elementary and secondary education programs would be primarily concerned with the Categorical grants since most Federal education grants are of this type.

1. Block Grants. These grants are made usually to states or local communities according to some formula such as population, unemployment figures, or other socio-economic factors and which allow the grantee great flexibility in the use of the funds as long as they are applied to the overall purposes for which they were appropriated. An example of this type of grant is Chapter 2 of the Education Consolidation and Improvement Act of 1981.

2. Categorical Grants. These grants, when awarded, are to be expended by the recipient within specific categories. There is less flexibility in the use of these funds than the Block Grant funds. There are two types of Categorical grants--Project grants and Formula grants.

   a. Project Grants. These grants, also known as direct or discretionary grants, are for a specific project or the delivery of specific services or products. Project grants are generally established for a fixed or known period of time. The project may be involved in research, planning, fellowship, scholarship, technical assistance, survey, construction and unsolicited contractual agreements.

      Project grants are competitive in nature. Every school district, nonprofit agency or unit of local government is in direct competition with every other similar entity which chooses to apply for the grant. A local school district would, therefore, compete with other districts and not against a state educational agency for the same grant. The competition for project grants gets keener as the amount of available federal money gets tighter. Examples of project grants include Follow Through and Bilingual Education.

b. Formula Grants - These grants are made to specific grantees (usually State educational agencies) on the basis of a specific formula (prescribed in legislation or regulation) rather than on the basis of an individual project review. The formula is usually based on population, enrollment, per capita income, level of unemployment, fiscal capacity of the recipient or a specific need. Proposals are usually not required to receive formula grant funds, but applications and/or annual program plans are required. There may be intense competition within the States at the local level for the "pass-through" funds. Examples of this type of grants include ECIA Chapter 1, ECIA Chapter 2, and the Education of All Handicapped Children.

There are other types of grants available from the Federal agencies including sole source contracts, contracts, unsolicited proposals, etc. However, these grants are not normally available to applicants involved in elementary and secondary programs.

Programs under the jurisdiction of the Office of Elementary and Secondary Education, U.S. Department of Education, Washington, D.C. 20202.

I. Federal Program: Financial Assistance to Meet Special Educational Needs of Disadvantaged Children

II. Department Title: 84.010, 97-35, ECIA 1, Educationally Deprived Children

III. Eligible Applicants: Public school districts.

IV. Basic Provisions: Full reimbursement to boards of education of public school districts for programs designed to meet the special educational needs of educationally deprived children in school attendance areas having high concentrations of children from low-income families.

V. Significant Rules and Regulations:

1. Payments will be made only to the public educational agency, but the public educational agency must provide services to educationally deprived children from private elementary and secondary schools to an extent commensurate with the number of such children enrolled within the area concerned.

2. Participating schools will be selected on the basis of the concentration of eligible children in the area. Projects will be approved on the basis of significant size, scope and quality to give reasonable promise of meeting the special needs of the most educationally deprived.

3. Projects must include provisions for an annual objective evaluation of educational achievement.

4. There must be provisions for the consultation of parents and teachers of children to be served.

5. The State must provide services to Chapter 1 schools which are comparable to those provided to non-Chapter 1 schools.

6. Chapter 1 funds must be used to supplement and, to the extent possible, increase the level of funds that would in the absence of federal funds be made available from non-federal sources.

VI. Procedures for Applying for Approval:

1. Through their District Offices, local public school authorities will file project application forms with the Compensatory Education Section, Office of Instructional Services, State Department of Education.

2. Final approval of projects rests with the State Superintendent of Education.

VII. Disbursement of Federal Funds: Federal funds are allocated to the State by the Federal Government. Basic grants to each county are allocated on the basis of the numbers of children from families below the poverty level and from families on welfare. Funds are disbursed to project schools by the Department of Education through the District Offices. Each district may file special project applications up to the amount of the basic grant.

VIII. Matching Provisions: No matching State funds required.

IX. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Miles S. Kawatachi, Educational Director, Special Needs Branch

Moss Ikeda, Educational Specialist III, Compensatory Education Section

Program Leader: Larry Higashi, Educational Specialist II, Compensatory Education Section, ECIA Chapter 1

X. Federal Funds Received:

1965-1966	$ 2,374,944 plus	$ 75,000	Administration Grant
1966-1967	2,108,762 plus	$ 75,000	" "
1967-1968	2,226,608 plus	150,000	" "
1968-1969	2,048,479 plus	150,000	" "
1969-1970	2,606,146 plus	150,000	" "
1970-1971	3,117,097 plus	150,000	" "
1971-1972	3,250,669 plus	150,000	" "
1972-1973	4,156,790 plus	150,000	" "
1973-1974	4,106,552 plus	150,000	" "
1974-1975	4,692,480 plus	150,000	" "
1975-1976	5,392,197 plus	150,000	" "
1976-1977	5,397,993 plus	150,000	" "
1977-1978	6,017,521 plus	150,000	" "
1978-1979	8,310,254 plus	150,000	" "
1979-1980	10,954,755 plus	225,000	" "
1980-1981	9,781,501 plus	225,000	" "
1981-1982	8,299,836 plus	225,000	" "
1982-1983	7,160,616 plus	225,000	" "
1983-1984	8,632,223 plus	225,000	" "

XI. Status and Analysis: Funds received under this program are used primarily for compensatory and remedial education projects to meet the needs of educationally deprived children. Major projects include supplementary instruction in the areas of reading, language arts and mathematics. There are 85 schools participating in the program in 1983-84.

I. Federal Program: Financial Assistance to Children in Institutions for Neglected or Delinquent

II. Department Title: 84.013, 97-35, 89-750, Neglected and Delinquent Children

III. Eligible Applicants: State agencies such as departments of education, welfare, health and others directly responsible for the free public education of children confined in institutions for the neglected and delinquent as well as penal institutions are eligible to participate. State departments of education have the responsibility of administering the program, including review and approval of projects.

IV. Basic Provisions: To provide grants to States to assist them in educating delinquent and neglected children and youth in institutions.

V. Significant Rules and Regulations:

1. State departments of education have the responsibility of administering the program, including review and approval of projects.

2. Each project must possess the capacity to systematically evaluate the impact of the services on the delinquent and neglected children and youth involved.

3. Projects must be of sufficient size, scope, and quality to give reasonable promise of substantial progress.

VI. Disbursement of Federal Funds: Grants are established by the U.S. Secretary of Education on a formula based on attendance.

VII. Matching Provisions: No matching state funds are required.

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Miles S. Kawatachi, Educational Director, Special Needs Branch

Moss Ikeda, Educational Specialist III, Compensatory Education Section

Project Coordinator: Larry Higashi, Educational Specialist II, Compensatory Education Section

IX. Federal Funds Received:

1965-1966	$ . . .				
1966-1967	4,270				
1967-1968	22,229				
1968-1969	17,090				
1969-1970	15,808				
1970-1971	22,933				
1971-1972	25,688				
1972-1973	29,512				
1973-1974	23,624				
1974-1975	24,034	(Olomana -	$23,624,	Hoomana-$	410)
1975-1976	28,740	"	23,624,	"	5,116
1976-1977	30,988	"	25,872,	"	5,116
1977-1978	63,887	"	48,047,	"	15,840
1978-1979	63,887	"	48,047,	"	15,840
1979-1980	43,982	"	30,518,	"	13,464
1980-1981	51,165	"	39,721,	"	11,444
1981-1982	55,689	"	45,962,	"	9,727
1982-1983	56,720	"	48,452	"	8,268
1983-1984	52,607	"	49,724	"	2,883

X. Status and Analysis: A special project, Education Program for Delinquent Adolescents, seeks to provide the youths confined in the Hawaii Youth Correctional Facility--Olomana School--with educational experiences that will enable them to adjust upon release from the institution. The activities include individualized instruction and group discussions that supplement the instructional program of the school. Approximately seventy students are enrolled in this project.

Hoomana School in the Oahu Community Correctional Facility became eligible to receive Chapter I funds in 1974-1975. Projects will provide special supplemental educational services for youths below 21 years of age confined in the institution. (However, Hoomana School did not submit any project applications for the 1981-82, 1982-83 and 1983-84 school years. Hence, did not receive the funds allotted.)

I. Federal Program: Secretary's Initiative to Improve the Quality of Chapter 1, ECIA Projects - Hawaii Chapter 1 Project for Program Improvement through Monitoring

II. Department Title: 84.010, 97-35, ECIA 1, Educationally Deprived Children

III. Eligible Applicants: State educational agencies

IV. Basic Provisions: Financial assistance through competition will be provided to state educational agencies for local program improvement efforts in any of the following three areas:

1. Identification or validation efforts. Proposals to initiate or expand existing processes to identify exemplary projects or to recognize the range of effective Chapter 1 projects.

2. Dissemination efforts. Support for activities to produce and disseminate information or materials about exemplary projects and practices under Chapter 1.

3. Provision of technical assistance for program improvement through the use of evaluation findings related to specific programs or practices.

V. Significant Rules and Regulations:

1. All applicants urged to budget for a trip for one person to attend meeting in Washington, D.C.

2. Rules for competition for grant awards under this program are applicable only for 1983 funds for projects to be funded in the 1983-84 school year.

3. Plans to document and evaluate the nature and effectiveness of all projects and activities for which application will be made must be discussed in the application.

VI. Disbursement of Federal Funds: Funds are allocated to the winning State educational agencies (SEA) in the competition by the U.S. Department of Education.

VII. Matching Provisions: No matching State funds are required.

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Miles Kawatachi, Education Specialist III, Special Needs Branch

Moss Ikeda, Educational Specialist III, Compensatory Education Section

Project Director: Fukue Higashino, Educational Specialist II, Compensatory Education Section

IX. Federal Funds Received:

1983-84 $26,000

X. Status and Analysis: Funds will be used for the following major activities:

1. the development of an SEA monitoring process which would encourage program improvement at the school Chapter 1 project level;

2. staff development activities involving district and state level Chapter 1 personnel in acquiring monitoring skills; and

3. the publishing of a monitoring handbook for national dissemination.

I. Federal Program: Follow Through Program

II. Department Title: 84.014, 97-35, VI-8-C, Follow Through

III. Eligible Applicants: Local educational agencies nominated by State agencies in accordance with U.S. Department of Education criteria.

IV. Basic Provisions: Program provides special instruction and services to children from low-income families as they progress through kindergarten and elementary grades. The intent of the program is to "follow through" on the educational gains made by these children in such preschool programs as Head Start. Follow Through is designed to meet instructional, physical, and psycho-social needs of disadvantaged children in a comprehensive program that integrates school and community resources. Special classroom activities and additional staff help meet instructional needs. Adequate nutrition and health care provide for physical needs. Social work and psychological services, staff development and parent participation are all essential components of the project.

V. Significant Rules and Regulations:

1. At least 50 percent of the children must have had Head Start experience or be considered eligible under EO Income Index.

2. The program, in addition to providing superior instructional services, must also provide for medical care, psychological services, social services, and a parent involvement program.

3. There shall be a Policy Advisory Committee composed of at least 51 percent recipient parents.

VI. Procedures for Applying for Approval: State Department of Education will file project application forms with the Director of Follow Through, U.S. Department of Education.

VII. Disbursement of Federal Funds: Federal funds are allocated to the Local Educational Agency approved by the U.S. Department of Education to participate in this program.

VIII. Matching Provisions: 80% Federal, 20% State. (The State portion may be in kind.)

IX. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Grace Fujita, Educational Director, Development Services and Continuing Education Branch

Richard Port, Educational Specialist III, Curriculum Materials and Services Development Section

Project Coordinator: Dr. Janet Sumida, Educational Specialist II, Follow Through Project

X. Federal Funds Received:

Planning Grant		Operational Grant	
1965-1966	$. . .	1965-1966	$. . .
1966-1967	. . .	1966-1967	. . .
1967-1968	9,488	1967-1968	82,923
1968-1969	. . .	1968-1969	168,482
		1969-1970	244,355
		1970-1971	244,355
		1971-1972	252,460
		1972-1973	239,350
		1973-1974	279,501
		1974-1975	291,449
		1975-1976	284,950
		1976-1977	349,005
		1977-1978	377,904
		1978-1979	392,431
		1979-1980	412,504
		1980-1981	319,236
		1981-1982	319,236
		1982-1983	309,899
		1983-1984	309,899

XI. Status and Analysis: To develop institutional centers (within selected Hawaii schools) for extending the educational gains made by disadvantaged children in the preschool project, Head Start, and other similar quality preschool programs; to help children in grades K-3 to become self-confident, responsible, inventive, and productive; to develop model institutional centers (within selected Hawaii schools) where the developmental-interaction approach to early childhood education can be demonstrated and is available for observation and study for the purpose of replication in Hawaii schools; and to

develop and refine materials and strategies for evaluating, disseminating, demonstrating, and replicating various aspects of the developmental-interaction approach (present focus).

Among the activities continuing in 1983-84 are development of materials and strategies and designing, implementing, and refining an in-service education program on the developmental-interaction approach for more groups of interested teachers and principals within the school districts. Other basic project activities are continued to provide comprehensive services to the students of Kaiulani, Kaewai, and Palolo Schools, target schools of the project according to funding guidelines.

A special focus during 1983-84 is related to the Educational Provisions for School Success (EPSS) program, the statewide effort on strengthening grade K-3 primary education through legislative funding of 1.8 million dollars. The Follow Through project assists schools by conducting in-service education on early school assessment and follow-up instruction based on students' strengths, interests, and needs identified through early assessment. The Follow Through project's instructional model (developmental-interaction approach to early childhood education) is basic to assessment and follow-up instruction.

I. Federal Program: Civil Rights Assistance Project - Desegregation of Public Education - Sex Desegregation

II. Department Title: 84.004, 88-352, CRA IV, Technical Assistance and Training

III. Eligible Applicants: State Educational Agencies

IV. Basic Provisions: Funds are provided under Title IV, Section 403, to provide technical assistance to school districts in the preparation, adoption and implementation of plans or programs for the desegregation of public schools based on race, national origin or sex.

V. Significant Rules and Regulations: Contracts are awarded on a competitive basis for a fiscal year. A project proposal approved by the U.S. Department of Education (Equal Educational Opportunity) is required. The State Department of Education is the agency responsible for the administration of the project.

VI. Matching Provisions: No matching State funds required.

VII. Administrative Agency: Department of Education
Office of the Superintendent

VIII. Federal Funds Received:

1975-1976	$ 37,769
1976-1977	79,801
1977-1978	177,857
1978-1979	42,632
1979-1980	91,631
1980-1981	41,488
1981-1982	46,178
1982-1983	87,368

IX. Status and Analysis: Under amended federal regulations (34 CFR 274) adopted on July 19, 1978, a recipient of an award may use funds under the award only to provide technical assistance (including training) in the preparation, adoption, and implementation of plans for race, sex and/or national origin desegregation, including assistance in coping with educational problems occasioned by that desegregation. Recipients may provide assistance under the award only if assistance is requested by a responsible governmental agency (other than the state educational agency) in this state. Recipients may provide assistance under the award only to: (1) public schools personnel, and (2) students enrolled in public schools, parents of those students, and other community members.

For 1982-83, the department's "Sex Desegregation Technical Assistance Project" has been funded under this grant program.

I. Federal Program: Civil Rights Assistance Project - Desegregation of Public Education - National Origin Desegregation

II. Department Title: 84.004, 88-352, CRA IV, Technical Assistance and Training

III. Eligible Applicants: State educational agencies

IV. Basic Provisions: Funds are to be used to provide direct or indirect technical assistance and training services to school districts to cope with educational problems related to desegregation by race, sex and national origin.

V. Significant Rules and Regulations:

The recipient of a grant may provide assistance in the following areas:

1. The development of procedures to identify students whose dominant language is not English and to assess their English language proficiency.

2. Development of instructional programs for such students.

3. Development of methods of encouraging student, parent and community support for and involvement in the national origin desegregation process.

4. Recruitment of members of national origin minority groups for employment in public schools.

5. Development of procedures to prevent discrimination on the basis of national origin in public school employment practices.

6. Identification and resolution of educational problems that have arisen, or that may arise, in meeting the requirements of Title IV relating to discrimination on the basis of national origin.

7. The identification of federal, state and other resources that would assist in national origin desegregation.

VI. Matching Provisions: No matching State funds required.

VII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Miles S. Kawatachi, Educational Director, Special Needs Branch

Moss Ikeda, Educational Specialist III, Compensatory Education Section

Project Coordinator: Ethel Ward, Educational Specialist II, Compensatory Education Section

VIII. Federal Funds Received:

1981-1982	$108,596
1982-1983	93,336
1983-1984	39,344

IX. Status and Analysis:

Grant funds will be used to hire project staff to provide statewide technical assistance in the area of compliance to Title VI of the Civil Rights Act. Specifically, this refers to the provision of adequate and appropriate educational services for students of limited English proficiency as stated in the state's compliance plan, Identification, Assessment, and Programming System for Students of Limited English Proficiency: A Systems Manual.

I. Federal Program: Aid for Federally Impacted Areas

II. Department Title: 84.041, 97-35, 81-874, Impact Aid

III. Eligible Applicants: Public school districts

IV. Basic Provisions: Reimbursement of federal funds to school districts where a loss of tax revenues has occurred as a result of the removal of federally-owned or leased properties from the tax rolls of area.

V. Significant Rules and Regulations:

1. In order to qualify for aid, a district must identify a minimum of 3 percent of total ADA (Average Daily Attendance) or 400 whichever is the lesser and is at least ten, who reside with parents or guardians who either live on federal property or work on federal property.

2. To determine the number of children whose parents either work on or live on federal property, an annual pupil survey must be taken.

There are two major categories of impact aid students defined in Section 3 of P.L. 81-874, as amended. Category A includes children of families who live AND work on federal property. Category B includes children of families who live OR work on federal property.

These major categories are further subdivided. Each of the sub-categories pertinent to Hawaii is shown on the following table:

Sub-categories of Children

Category	Sub-category	Definition
A	3(a)(1)	Resides on federal property with a civilian parent employed on federal property.
	3(a)(1)LRH	Resides in a federally financed low-rent housing project with a civilian parent employed on federal property. Low-rent housing is defined as federally assisted public housing projects financed under the U.S. Housing Act of 1937, Section 516 of the U.S. Housing Act of 1949 or Part B of Title III of the Economic Opportunity Act of 1964.

Category	Sub-category	Definition
	3(a)(2)	Resides on federal property with a parent who was on active duty in the uniformed services.
	3(a)(2)LRH	Resides in a federally financed low-rent housing project with a parent who was on active duty in the uniformed services.
	3(a)(2)SPED	Handicapped child or child with specific learning disabilities who resides on federal property with a parent who was on active duty in the uniformed services.
B	3(b)(1)	Resides on federal property with a civilian parent.
	3(b)(1)LRH	Resides in a federally financed low-rent housing project with a civilian parent.
	3(b)(2)(A)	Resides with a civilian parent employed on federal property.
	3(b)(2)(A)LRH	Resides with a civilian parent employed in a federally financed low-rent housing project.
	3(b)(3)	Resides with a parent who was on active duty in the uniformed services.
	3(b)(3)SPED	Handicapped child or child with specific learning disabilities who resides with a parent who was on active duty in the uniformed services.

VI. Entitlement: The entitlement for each local educational agency is computed by the U.S. Department of Education. Simply speaking, the entitlement for each sub-category is found by multiplying the percent entitlement specified by law for each sub-category, times the local contribution rate, times the average daily attendance of children in each sub-category. The local contribution rate is also

determined by the U.S. Department of Education. It is an amount which is not less than (a) 50% of the average per pupil expenditure in the State two years ago or, (b) 50% of the national average per pupil expenditure two years ago.

The sum of the entitlement for each sub-category is the local educational agency's total entitlement which it would receive if 100% funding was available.

Historically, the level of appropriation has not been sufficient to provide all local educational agencies with their total entitlement. In such case, the U.S. Department of Education computes the amount each local education agency will receive in accordance with the method of allocating the available funds set forth in P.L. 81-874 as amended and the provisions of the appropriation act.

VII. Administrative Agency: Department of Education

Dr. Lloyd K. Migita, Deputy Superintendent

Coordinator: Lionel Aono, Director, Budget Branch

VIII. Federal Funds Received:

1965-1966	$5,320,833	1974-1975	$11,693,713
1966-1967	9,175,504	1975-1976	12,218,320
1967-1968	6,115,986	1976-1977	13,910,208
1968-1969	7,938,918	1977-1978	16,768,203
1969-1970	8,555,290	1978-1979	15,521,460
1970-1971	11,074,810	1979-1980	16,332,232
1971-1972	14,761,986	1980-1981	16,748,525
1972-1973	10,755,181	1981-1982	7,866,095
1973-1974	10,319,414	1982-1983	16,352,119
		1983-1984	10,000,000 (estimate)

IX. Status and Analysis: As for the fiscal year 1982-83, there were 37,104 federally-connected students of which 15,564 were students whose parents resided and worked on federal properties and 21,540 were students whose parents worked or lived on federal properties.

I. Federal Program: Chapter 2, Education Consolidation and Improvement Act of 1981

II. Department Title: 84.151, 97-35, ECIA 2. Consolidation of Elementary and Secondary Education Programs

III. Eligible Applicants: State and local educational agencies are eligible in accordance with the provisions specified in P.L. 97-35. Children enrolled in private non-profit elementary and secondary schools are also eligible to receive the services, materials, and equipment of programs and projects carried out under this chapter.

IV. Basic Provisions: P.L. 97-35 repealed the Federal Elementary and Secondary Education Act of 1965 and replaced it with a new program, Education Consolidation and Improvement Act (ECIA) of 1981, effective July 1, 1982.

The ECIA consists of two major programs:

1. Chapter 1 - Financial Assistance to Meet Special Educational Needs of Disadvantaged Children

2. Chapter 2 - Consolidation of Federal Programs for Elementary and Secondary Education

Chapter 2 of the ECIA consolidated over twenty-eight smaller federal education programs including part of the Higher Education Act and National Science Foundation Act into a single block grant. The grants are to be administered by State educational agencies.

The purposes of the Chapter 2 program are to:

1. Improve elementary and secondary education for children attending both public and non-profit private schools.

2. Allow States and local educational agencies to use the program funds to meet their own educational needs and priorities.

V. Significant Rules and Regulations:

Any State which desires to receive grants under this chapter shall file an application with the Secretary, U.S. Department of Education which:

1. Designates the State educational agency as the State agency responsible for the administration and supervision of programs assisted under this chapter.

2. Provides for a process of active and continuing consultation with the State educational agency of a State Advisory Committee appointed by the Governor with members to be broadly representative of the educational interests and the general public of the State.

3. Sets forth planned allocations of funds among its authorized activities.

4. Conducts annual evaluation of the effectiveness of the program, beginning with FY 1984.

5. Maintains such records as may be required for fiscal audit and program evaluation.

VI. Program Requirements:

Three major program areas, outlined below, are authorized under this chapter. There are no requirements that funds be allotted equally to each area or that each area be funded.

1. Basic Skills Development

2. Educational Improvement and Support Services

3. Special Projects

Chapter 2 funds must be used to supplement and, to the extent possible, increase the level of funds that would in the absence of federal funds be made available from non-federal sources.

A State must maintain the combined fiscal effort per student or the aggregate expenditure within the State for the preceding fiscal year at not less than 90 percent of such combined fiscal effort or aggregate expenditure for the second preceding fiscal year.

State and local educational agencies must provide children enrolled in private elementary and secondary schools equitable participation in any program funded under this chapter.

VII. Administrative Agency: Department of Education

ECIA Chapter 2 Coordinator: Dr. Lloyd Migita
Deputy Superintendent

Assistant Coordinator: Stafford Nagatani, Acting Director
Planning and Evaluation Branch

Program Advisor: Masao Osaki, GAMS Specialist III
Grants Application and Management Section

VIII. Federal Funds Received.

1982-1983	$2,187,360
1983-1984	2,229,304

IX. Status and Analysis:

Chapter 2 funds for fiscal year 1983-84 were allotted to three programs:

1. State Agency Management for high priority management projects.

2. Developmental Grant for curriculum development and/or curriculum-related program services and materials.

3. Formula Grant to meet the educational needs of districts and schools, public as well as participating private schools.

I. Federal Program: Indian Education - Local Educational Agencies and Tribal Schools

II. Department Title: 84,060, 95-561, XI A, Indian Education Grants to LEA's

III. Eligible Applicants: Local educational agencies and Indian tribes or tribal organizations operating schools for tribal children.

IV. Basic Provisions: Financial assistance provided to develop and implement elementary and secondary school programs designed to meet special educational and culturally related academic needs of Indian children.

V. Significant Rules and Regulations:

1. The LEA must maintain fiscal effort in the provision of free public education from one year to another to receive grant funds.

2. Grantee cannot use grant funds to supplement State, local and other federal funds.

3. A parent committee must be organized when applicant develops a project.

4. No member of the parent committee can be hired for a position on the project.

VI. Matching Provisions: No matching State funds are required.

VII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Miles S. Kawatachi, Educational Director, Special Needs Branch

Moss Ikeda, Educational Specialist III, Compensatory Education Section

Project Coordinator: Dr. Pao-Ming Tchou, Educational Specialist II, Compensatory Education Section

VII. Federal Funds Received:

1981-1982	$18,923
1982-1983	18,083
1983-1984	16,566

IX. Status and Analysis:

Cultural enrichment classes are currently carried on at the American Indian Cultural Center on Saturdays; Counseling of Indian students and Indian cultural enrichment presentations are made upon request by the schools.

Evaluation reports for project year 1981-82 and 1982-83 are available for review.

Programs under the jurisdiction of the Office of Vocational and Adult Education, U.S. Department of Education, Washington, D.C. 20202.

I. Federal Program: Vocational-Technical Education Programs

II. Department Title: (a) 84.048, 94-482, VEA A2, Basic Grants to States; (b) 84.049, 94-482, VEA A5, Consumer and Homemaking; (c) 84.050, 94-482, VEA A3; Program Improvement and Support Services; (d) 84.052, 94-482, VEA A4, Special Programs for the Disadvantaged

III. Eligible Applicants: Local public educational agencies (in Hawaii it is the State educational agency because of its single school system and the Community College System of the University of Hawaii).

IV. Basic Provisions: Federal aid for vocational education in schools of secondary level and above is augmented and broadened in a renewed effort on the preparation of job skills. Matching grants are made to states to augment curriculums.

The Smith-Hughes Act of 1917 provided federal assistance for vocational training in industry, agriculture, and home economics. A series of laws, including the George-Barden Act of 1946, expanded the vocational training program to include distributive education, the health occupations, and the fishery industries. In 1958, the National Defense Education Act added training for technicians. The extension of vocational and technical training has reflected a shift in emphasis from rural to urban job market demands.

The Vocational Education Act of 1963 shifted program emphasis from limited occupational categories to major groups of people in need of training. It provided for vocational and technical training in high schools, post-secondary schools, vocational-technical area schools, junior and community colleges, technical institutes and four-year colleges and universities. It increased federal matching grants to the States to expand training programs and to build area vocational and technical schools.

The Act also provided for work-study programs, supported in-service teacher training, provided funds for research in curriculum development and in problems of the disadvantaged, provided for the first time funds for training in the office occupations and training of skilled technicians.

The Vocational Education Amendments of 1968 continue the emphasis on people instead of occupations and authorize programs which deal with the dilemma facing the United States today and its changing world of work. Old jobs have disappeared or have been altered; new ones are emerging.

Relocations of industry and shifts in market demand have further complicated the labor market. In addition, jobs for which physical strength and untrained minds were sufficient have declined, while jobs requiring skills and advanced education have increased.

The Vocational Education Amendments of 1968 provided a way to bring about necessary changes in vocational education to meet new manpower needs. The Act is also designed to help the hard-to-reach and hard-to-teach. It places resources and program flexibility at the discretion of State school agencies and is designed to focus on the major deficiencies of the past.

Five categories of persons are eligible for vocational education under the 1968 Act: (1) persons attending high school; (2) persons who have completed or left high school but can study full time; (3) persons in the labor market who need training or retraining; (4) persons with academic or socio-economic handicaps, who need special vocational education programs; and (5) persons who have handicaps (physical or mental) who need special education assistance or require modified vocational education assistance or require a modified vocational education program.

(Although the Education Act of 1972 included the provisions of the Vocational Education Amendments of 1968 and so did the Education Act of 1974, no appropriations were made available under these comprehensive Education Acts. An additional provision, Part J for Bilingual Vocational Education, was also added in the Education Act of 1974.)

Title II of the Education Amendment of 1976, P.L. 94-482, amends the Vocational Education Act of 1963 primarily to assist States to improve planning in the use of all resources for vocational education and to overcome sex discrimination in vocational education. Also, the amendments permit consolidation of programs to provide greater flexibility to the States in conducting vocational education programs.

V. Significant Rules and Regulations:

1. A Five-Year State Plan, Annual Program Plan and Annual Accountability Report approved by the Bureau of Occupational and Adult Education, Department of Education, Washington, D.C., is required. The University of Hawaii is the agency responsible for the administration of the State Plan and for dealing with the U.S. Department of Education with respect to the Plan. A State Advisory Council appointed by the Governor representing at least twenty (20) designated interests is also a requirement.

2. States must reserve 20 percent of federal vocational education funds for the disadvantaged and 10 percent for the handicapped and provide 50 percent match of the federal special population set asides. Combined state and federal dollars for the handicapped and disadvantaged may only be used to pay the "excess costs" of educating these students.

3. Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap in vocational education must be submitted. (Reg. 44, 17162-17175).

4. Detailed information on each student is now required under the new Vocational Education Data System (VEDS) for setting record-keeping standards for program audit and evaluation.

VI. Disbursement of Federal Funds: Disbursement of Federal funds through the University of Hawaii is by letter of credit.

VII. Matching Provisions: In-kind contributions shall not be used as part of the State's matching and maintenance of effort requirements. 50-50 Federal/State for annual program plan on a state-wide basis except as follows:

Programs for Handicapped	50-50 Federal/State, minimum 10-90
Programs for the Disadvantaged and Persons of Limited English-Speaking Ability	50-50 Federal/State, minimum 20-80
State Administration	60-40 FY 1979 Federal/State
Consumer Homemaking	50-50 Federal/State except for 1/3 for economically depressed areas or areas with high rates of unemployment at 90-10
Work-Study Programs	50-50 Federal/State
Cooperative Education Programs	No State matching funds required
Exemplary Programs	No State matching funds required
Research Programs	No State matching funds required

Guidance and Counseling Programs	50-50 Federal/State
Personnel Training Programs	50-50 Federal/State
Curriculum Development Programs	50-50 Federal/State
Special Programs for the Disadvantaged	No State matching funds required

VIII. Administrative Agency:

Board of Vocational Education (Board of Regents)
University of Hawaii

Dr. Fujio Matsuda, Executive Officer

Nelson Muraoka, Acting State Director

Board of Education, Department of Education

Dr. Donnis H. Thompson, Superintendent

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Dr. Lawrence Inaba, Educational Director, Occupational Development and Student Services Branch

Frank Kanzaki, Educational Specialist III, Occupational Development Section

Since July 1, 1968, the Board of Regents of the University of Hawaii administers federal vocational education funds, distributes the funds to the community college system and the Department of Education. Prior to this date, the Board of Education administered these funds.

IX. Federal Funds Received:

	1981-82	1982-83	1983-84
Subpart 1 - General Provisions Section 102(b)	$ 9,568	$ 4,297	$ 3,692
Subpart 2 - Basic Grant	821,681	844,687	977,147
Subpart 3 - Program Improvement	127,347	129,277	114,292
Subpart 4 - Special Needs	59,070	23,178	23,316
Subpart 5 - Consumer and Homemaking	119,874	116,088	126,355
	$1,137,540	$1,117,527	$1,244,802

X. Status and Analysis: Vocational education is a joint program of the Department of Education and the Community College System of the University of Hawaii. Federal funds supplement the state operational funds for programs in Agriculture Technology, Ornamental Horticulture, Consumer and Homemaking Education, Distributive Education, Health, Home Economics related occupations, Office Occupations, Technical Occupations and Trades and Industrial Occupations both at the secondary and post-secondary levels.

I. Federal Program: Adult Basic Education

II. Department Title: 84.002, 95-561, AEA, Adult Education

III. Eligible Applicants: "Those over 16 years of age whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability."

IV. Basic Provisions: Establishes a state grant program with allocations to the State educational agency (Department of Education) to encourage and expand adult education (grades 1 through 12). Administratively and fiscally, Adult Basic Education in Hawaii is limited to program services through the 8th grade level of education with emphasis on English language and computational skills. Naturalization training is also a major component of ABE.

V. Significant Rules and Regulations:

1. Program Plan must be submitted annually.

2. Maintenance of Effort - Each state must expend funds (non-federal sources) nc less than the second preceding year.

3. No tuition or fees may be required of the participants.

4. Each state must expend no less than 10 percent of its federal allocation each year for staff development and special project activities.

VI. Disbursement of Federal Funds: State grants provide for a base allotment of $150,000 for each state. In addition, funds are distributed on a formula based on the proportion of adults not enrolled in school and who do not have a certificate of graduation from secondary school.

VII. Matching Provisions: 90 percent federal, 10 percent state

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Grace Fujita, Educational Director, Development Services and Continuing Education Branch

Noboru Higa, Educational Specialist III, Adult and EArly Childhood Section

Jeanne Shida, Educational Specialist II, Adult and Early Childhood Section

IX. Federal Funds Received:

1965-1966	$145,000	
1966-1967	114,819	
1967-1968	211,515	
1968-1969	235,281	
1969-1970	251,540	
1970-1971	272,771	
1971-1972	272,771	
1972-1973	347,386	(includes impounded funds)
1973-1974	272,771	
1974-1975	292,000	(approximate)
1975-1976	315,000	(approximate)
1976-1977	327,651	
1977-1978	356,936	
1978-1979	386,144	
1979-1980	412,502	
1980-1981	412,502	
1981-1982	412,502	
1982-1983	373,748	
1983-1984	430,891	

X. Status and Analysis:

Primary Activities: Provide instructional and support services for tuition free classes of 40 or 60 hours' duration during the summer, fall, and spring semesters.

Location: Instructional services are provided in more than 300 satellite centers administered by 11 community schools scattered throughout the State. Approximately 60 percent of the total number of ABE classes are conducted during the day with the cooperation of numerous agencies.

Teachers: An estimated 300 teachers are employed part-time during a given year for Adult Basic Education classes. Approximately 75 percent of the teachers hold teaching certificates with the Department of Education.

Participants:

	Classes	Enrollment	Individuals Involved
1965-1966	609	10,006	4,389
1966-1967	513	8,185	3,899
1967-1968	353	6,459	5,125 (no summer
1968-1969	580	8,672	7,078 session)
1969-1970	629	10,808	7,849
1970-1971	808	13,775	9,940
1971-1972	777	13,987	11,086
1972-1973	825	14,635	10,338
1973-1974	934	17,516	12,583
1974-1975	887	17,286	15,000 (est.)
1975-1976	1,058	22,083	16,508
1976-1977	935	22,000 (est.)	16,400 (est.)

	Classes	Enrollment	Individuals Involved
1977-1978	1,126	23,108	15,534
1978-1979	1,097	23,341	16,128
1979-1980	1,355	29,943	16,457
1980-1981	1,266	28,448	21,585
1981-1982	1,270	28,528	21,665 (est.)
1982-1983	1,386	25,982	22,219

Programs under the jurisdiction of the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, D.C. 20202.

I. Federal Program: Assistance to States for Education of Handicapped Students

II. Department Title: 84.027, 94-142, EHA VI B, Education of the Handicapped

III. Eligible Applicants: Formula Grant to aid states in providing full services to all handicapped children in regular public schools.

IV. Basic Provisions: Funds are provided to states on an approved Part B State Plan.

Part B funds are used to identify unserved children, to develop comprehensive quality programs and services, and to demonstrate activities which will enhance the learning potential of handicapped children. Funds are used to support comprehensive and supplementary school and district activities on a project basis to meet the full services goal for the education of handicapped children.

V. Significant Rules and Regulations:

1. The State education agency prepares a State Plan providing for assurances of the manner in which the funds are to be administered and spent and submits it to the U.S. Department of Education, Office of Special Education, for review and approval. The plan must assure that:

   a. A goal and timetable are established to provide full educational opportunities to all handicapped children.

   b. All handicapped children who require special education are to be identified, located, evaluated, and provided an appropriate public education.

   c. Procedural safeguards are established in identification, assessment, and placement for the least restrictive environment.

   d. An individual education program plan is developed, maintained, and reviewed annually for each student with parent/guardian involvement.

   e. Handicapped children will be placed in the least restrictive environment along the continuum of alternative placements.

   f. A comprehensive system of personnel development, including preservice and in-service training by institutions of higher learning, and the state

level of the Department of Education, is developed.

g. Eligible private school handicapped children may participate in Part B assisted projects in public schools.

h. The Department of Education will assume the educational costs when it places a handicapped child in a private school.

2. State educational agency reviews and approves programs and projects proposed under this Act.

3. The State educational agency shall be responsible for assuring that the requirements of this Act are carried out and that all educational programs for handicapped children within the state, including all such programs administered by any other State or local agency, will be under the general supervision of the persons responsible for educational programs for handicapped children in the State educational agency and shall meet education standards of the State educational agency.

VI. Disbursement of Federal Funds: Payments are made by the U.S. Department of Education directly to the State Department of Education through the letter of credit system.

VII. Matching Provisions: No matching State funds required.

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Miles S. Kawatachi, Educational Director, Special Needs Branch

Verna Lee, Educational Specialist III, Exceptional Children Section

Dr. H. Richard Ito, Educational Specialist II, Exceptional Children Section

IX. Federal Funds Received:

Basic Grant:

1965-1966	$ . . .	1969-1970	$113,023
1966-1967	. . .	1970-1971	200,000
1967-1968	120,000	1971-1972	200,000
1968-1969	113,023	1972-1973	200,000

1973-1974	$ 200,000	1978-1979	$1,588,630
1974-1975	418,582	1979-1980	2,152,962
1975-1976	418,582	1980-1981	2,395,965
1976-1977	836,263	1981-1982	2,459,747
1977-1978	836,263	1982-1983	2,772,567
		1983-1984	3,013,154

Preschool Incentive Grant:		State Implementation Grant (Preschool):	
1977-1978	$ 12,212	1981-1982	$ 50,652
1978-1979	25,131	1982-1983	42,232
1979-1980	15,825	1983-1984	45,073
1980-1981	15,865		
1981-1982	29,330		

X. Status and Analysis: Since the establishment of an instructional materials services project in 1969, fifty-three (53) Title VI-B funded projects have been operated serving an average of 889 handicapped children per year.

The projects are located at the state, district and school levels and in all of the seven administrative school districts. Projects that have been implemented include classes for the deaf, hard-of-hearing and the multiply handicapped children; summer school programs for the handicapped; utilization and evaluation of various special education instructional materials and special equipment; computerization of special education data; demonstration of services to severely handicapped children and youth; Operation Search to locate and identify unserved handicapped children and youth; maintenance of the auditory training equipment for the hearing impaired; provision of special services including occupational therapy, physical therapy and speech therapy and increase number of personnel to provide the special supportive services.

In FY 1983 funds were used to conduct Operation Search, to organize classes for preschool handicapped children aged three and four; to conduct in-service training for parents and school personnel; to develop demonstration projects; and to ensure the procedural safeguards of parents and their handicapped children.

FY 84 funds will be used to continue Operation Search which identifies and locates unserved handicapped children and youth; to continue to develop additional classes for preschool handicapped children ages three and four; to model provisions of orientation and mobility services and to develop demonstration projects on vocational education; to continue interagency agreements to increase services for handicapped children; and to provide in-service training to school personnel, personnel of other agencies and parents of handicapped students.

I. Federal Program: Preparation of Personnel in the Education of the Handicapped

II. Department Title: 84.029, 95-49, EHA VI D, Personnel Preparation

III. Eligible Applicants: Colleges and universities and State education agencies are eligible for training funds and in turn award fellowships and traineeships. Public or other nonprofit institutions of higher learning may also apply. State education agencies may apply for grants to help train personnel who are or will be working with handicapped students.

IV. Basic Provisions: The law provides several types of grants to improve personnel training in the education of handicapped. Specifically, P.L. 93-380, Part D authorizes fellowship/traineeship grants for the following:

1. Baccalaureate Level Traineeships - Students may receive a yearly stipend not exceeding $800. Students are not eligible for dependency allowances. Traineeships are provided by colleges or universities.

2. Pre-Doctoral Level Fellowships - Students may receive stipends not exceeding $2,400 in the first pre-doctoral year, $2,600 in each of the years between the first and terminal year, and $2,800 in the terminal year; or students who have had professional work experience related to the education of handicapped children may receive annual stipends not exceeding the amount of $3,000 for less than 12 months of experience up to $4,200 for 48 months or more of experience. However, no stipend at the pre-doctoral level shall exceed $4,700. Pre-doctoral students may receive allowances not exceeding $600 for each dependent.

3. Post-Doctoral Level Fellowships - Students may receive stipends not exceeding $6,000 to as much as $7,000 dependent upon whether the student has relevant full-time academic year experience at the post-doctoral level or not. Post-doctoral students may receive allowances not exceeding $600 for each dependent.

4. Summer Traineeships and Institute Traineeships - Summer session and short-term special study institute trainees may receive a stipend of $15 a day up to a maximum of $75 a week for the duration of the program. These students are not eligible for dependency allowances.

V. Disbursement of Federal Funds: Funds are discretionary and are therefore obtained through contract with the Office of Special Education and Rehabilitative Services, U.S. Department of Education.

VI. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Miles S. Kawatachi, Educational Director, Special Needs Branch

Verna Lee, Educational Specialist III, Exceptional Children Section

C. Lynne Douglas, Educational Specialist II, Exceptional Children Section

VII. Federal Funds Received:

1965-1966	$45,300	1974-1975	$63,500
1966-1967	53,845	1975-1976	60,000
1967-1968	58,543	1976-1977	1,000
1968-1969	55,644	1977-1978	30,000
1969-1970	62,788	1978-1979	30,000
1970-1971	62,788	1979-1980	45,000
1971-1972	62,788	1980-1981	90,000
1972-1973	62,788	1981-1982	90,000
1973-1974	59,438	1982-1983	73,800
		1983-1984	70,000

VIII. Status and Analysis: Funds have been used by the Department for the following: awarding of academic year fellowships and summer traineeships, conducting in-service training workshops.

For the 1982-83 school year, funds were used for the following: (1) sixteen summer traineeships; (2) hiring of an In-Service Training Specialist; (3) statewide implementation of Project Ho'okoho, a joint University of Hawaii/Department of Education sponsored project; (4) approximately 100 competency-based module workshops based on the needs of special education teachers, regular teachers, administrators and support personnel working with handicapped students.

For 1983-84, funds are being used for the following: (1) an In-service Training Specialist; (2) three workshops/institutes in the following areas: Least Biased Assessment, Low Incidence Handicapped, Special Education Role Responsibilities for School Administrators; and (3) statewide implementation of Project Ho'okoho--presentation of 70 competency-based module workshops.

I. Federal Program: Assistance to Children Attending State-Supported or State-Operated Programs for the Handicapped

II. Department Title: 84.009, 97-35, 89-313, Handicapped in State-Supported Schools

III. Eligible Applicants: Agencies eligible to apply are State agencies directly responsible for providing free public education to handicapped children. Institutions eligible to participate are special education schools for the handicapped which are supported or operated by the State agencies. Children eligible to participate are special education students, ages 3 through 19 years, who attend an Office of Special Education approved eligible special education (SEA) school or who were counted in average daily attendance by a State agency in such a school during the school year 1971-72 or a subsequent year. Also eligible are those special education students in regular public schools who were enrolled in the eligible schools for at least one school year and who continue to receive Special Education Services as described in an Individualized Education Program (IEP) Plan.

IV. Basic Provisions: To provide federal funds to State agencies to assist in meeting the special educational needs of those handicapped children who are/were enrolled in State-supported and operated schools.

V. Significant Rules and Regulations:

1. State departments of education have the responsibility of administering the program including review, approval, and monitoring of projects.

2. Projects must be child-centered and possess the capacity to systematically evaluate the impact of services on the participating eligible students.

3. Section 121(d) of P.L. 93-380 requires transfer to local educational agencies P.L. 89-313 funds equal to sums attributable to such children who leave a State-supported or operated school in order to participate in an appropriately designed educational program operated or supported by a local educational agency.

VI. Disbursement of Federal Funds: Formula grants, as determined by the U.S. Secretary of Education, and the Office of Special Education are based on the number of

children in average daily attendance in State-supported and operated schools and eligible children in local educational agency schools by an amount equal to 40 percent of the average per pupil expenditure in the State or in the United States, whichever is greater.

VII. Matching Provisions: No matching State funds required.

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Miles S. Kawatachi, Educational Director, Special Needs Branch

Verna Lee, Educational Specialist III, Exceptional Children Section

Jackie Young, Educational Specialist II, Exceptional Children Section

IX. Federal Funds Received:

1965-1966	$	1975-1976	$302,795
1966-1967	113,393	1976-1977	381,663
1967-1968	181,925	1977-1978	426,088
1968-1969	149,538	1978-1979	514,627
1969-1970	134,584	1979-1980	666,559
1970-1971	188,562	1980-1981	601,862
1971-1972	212,443	1981-1982	494,955
1972-1973	242,984	1982-1983	436,785
1973-1974	251,320	1983-1984	440,006
1974-1975	261,985		

X. Status and Analysis: Funds are used to provide special educational services to handicapped students in eleven (11) special education schools and to eligible handicapped students in seventy-seven (77) regular public schools.

Services provided included classes and programs for severely handicapped children in institutions, in-service training for teachers serving the handicapped students, purchase of appropriate equipment and materials for use in the special education schools, special summer school classes for the severely and multiply handicapped children and youths, hiring of support personnel and workshops for parents, teachers, district and school administrators and support personnel.

Fiscal 1982-83 funds were used to continue to provide resource teachers to state schools, additional adaptive physical education teachers, educational assistants,

in-service training, technical assistance from the Office of Instructional Services to school and district personnel, specialized instructional supplies and equipment and innovative programs that focus on the integration of severly handicapped students into public school programs in the school districts.

Fiscal 1983-84 funds will continue to provide resource teachers to state schools, adaptive physical education programs, a water safety program, renovations to school facilities to enhance mobility in and around school for orthopedically handicapped students, in-service training, technical assistance from the Office of Instructional Services, and instructional equipment and supplies.

Programs under the jurisdiction of the Office of Educational Research and Improvement, U.S. Department of Education, Washington, D.C. 20202.

I. Federal Program: Library Services and Construction

II. Department Title: (a) 84.034, 95-123, LSCA I, Public Library Services; (b) 84.035, 95-123, LSCA III, Interlibrary Cooperation

III. Eligible Participants: State libraries, state agencies providing library services to the physically handicapped, institutionalized, and disadvantaged persons, public libraries, libraries located in cities with a population of over 100,000, and libraries promoting interlibrary cooperation.

IV. Basic Provisions:

Title I - Services

Services are designed to: (1) extend public library services to geographical areas and groups of persons without such services and improve inadequate services for these areas and groups; (2) establish, expand, and operate projects to provide library services to the physically handicapped, residents of state institutions, the disadvantaged population, the aged, and the limited English-speaking people; and (3) urban libraries.

In addition, Title I funds may be used to pay for administering LSCA funds and for strengthening the capacity of state library administrative agencies for meeting the needs of the people.

Title III - Interlibrary Cooperation

To establish and maintain local, regional, State, or interstate cooperative networks of libraries for the systematic and effective coordination of the resources of school, public, academic, and special libraries and special information centers; matching funds are not required.

V. Significant Rules and Regulations:

1. Grants are available for public library services and interlibrary cooperative network projects.

2. Applicant libraries, institutions and other agencies must meet federal eligibility requirements as set forth in the Act and criteria for selection under the state long-range plan for libraries.

3. The State Library agency must have the following programs approved by the U.S. Department of Education:

   a. Basic state plan

   b. Annual program

   c. Long range programs, updated annually

VI. Procedures for Applying for Approval: Applications are mailed to Research and Evaluation Services Section, Office of Library Services, Department of Education, State of Hawaii. The Office of Library Services in turn makes its application to the U.S. Department of Education.

VII. Matching Provisions: Title III requires no matching. For Title I, funds are allotted to the States in proportion to their population and are matched by the States in proportion to their per capita income. The federal share cannot exceed 66% nor fall below 33%. The federal share for each state is promulgated by the U.S. Secretary of Education. The State must match administrative expenses. It must also assure maintenance of expenditures based on the previous succeeding fiscal year for library services to the institutionalized.

VIII. Fiscal Procedures: Funds are received through a grant award after the programs are approved by the U.S. Department of Education and the Governor of Hawaii. The Office of Business Services prepares an annual financial report to U.S. Department of Education.

IX. Administrative Agency: Department of Education

Bartholomew Kane, State Librarian

X. Federal Funds Received:

	TOTAL	TITLE I	TITLE II	TITLE III	TITLE IV-A	TITLE IV-B
1965-1966	370,377	169,681	200,696			
1966-1967	395,299	203,338	173,076	7,075	7,075	4,735
1967-1968	509,984	203,338	204,423	40,473	38,000	23,750
1968-1969	467,456	203,338	159,000	40,560	39,509	25,049
1969-1970	382,601	185,071	92,412	40,560	39,509	25,049
1970-1971	398,381	203,338	89,925	40,560	39,509	25,049
1971-1972	492,168	334,465	115,759	41,944		
1972-1973	588,494	392,103	136,299	60,092		
1973-1974	368,658	326,870		41,788		
1974-1975	394,388	352,515		41,873		
1975-1976	493,246	440,904		52,342		
1976-1977	428,820	383,978		44,842		
1977-1978	430,493	385,653		44,840		
1978-1979	461,871	410,245		51,626		

	TOTAL	TITLE I	TITLE II	TITLE III	TITLE IV-A	TITLE IV-B
1979-1980	461,884	410,257		51,627		
1980-1981	491,223	411,081		80,142		
1981-1982	486,598	407,211		79,387		
1982-1983	703,3[illegible]	407,084	216,857	79,363		
1983-1984	486,447*	407,084*		79,363*		

*estimate

I. Federal Program: National Diffusion Network Program

II. Department Title: 84.073, 97-35, ECIA 2 D, National Diffusion Program

III. Eligible Applicants: Any public or private agency, organization, group or individual located in the State or region to be served may submit a proposal.

IV. Basic Provisions: Grant awards are made to promote the widespread installation of rigorously evaluated, exemplary educational programs, products or practices already developed with federal support in public and private nonprofit elementary and secondary schools, early childhood education programs and education programs for adults who do not have a secondary school graduation certificate.

V. Significant Rules and Regulations: Funds are to be used to acquaint schools with exemplary federally funded programs and to assist schools which decide to adopt any of these programs with information, technical assistance and training.

VI. Disbursement of Federal Funds: Awards shall be made in the form of competitive grants.

VII. Matching Provisions: No State matching funds are required.

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Grace Fujita, Educational Director, Development Services and Continuing Education Branch

Richard Port, Educational Specialist III, Curriculum Materials and Services Development Section

IX. Federal Funds Received:

1978-1979	$35,000
1979-1980	52,500
1980-1981	42,840
1981-1982	45,213
1982-1983	51,469
1983-1984	53,550

X. Status and Analysis: The purpose of this project is to improve education in Hawaii in an efficient manner. Educational improvement involves identification of areas needing improvement and adoption of programs that work. Efficient improvement involves making validated programs, products, and practices accessible to educators so that they can benefit by the cumulative knowledge and experiences of others.

More specifically, the objectives are:

1. To increase awareness of educators in Hawaii by informing them of facilitator services and developer/demonstrator projects through such means as newsletters, brochures, memorandums from the Superintendent, and presentations at school and district meetings.

2. To provide assistance to schools in determining the appropriateness of developer/demonstrator projects by providing such information as sample curriculum materials, cost data, evaluation results, and adoption timelines.

3. To assist adoption through arranging staff training at adopter site.

4. To provide follow-up services through such activities as evaluation, adaptation, and technical training.

Programs under the jurisdiction of the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education, Washington, D.C. 20202.

I. Federal Program: Bilingual Program, Basic Project, Limited English Speaking Students in Grs. 9 to 12.

II. Department Title: 84.003, 95-561, ESEA VII A, Bilingual Education

III. Eligible Applicants: Local educational agencies and institutions of higher education that apply jointly with one or more local educational agencies.

IV. Basic Provisions: This program provides financial assistance to establish, operate or improve programs of bilingual education to assist children of limited English proficiency to improve their English language skills. Projects are to be designed to build the capacity of the grantee to continue bilingual education programs when federal funds are no longer available.

V. Significant Rules and Regulations:

The following factors are considered in selecting projects to be funded:

1. The percentage of children of limited English proficiency to be served by the project who have never been served by any federally funded bilingual education program.

2. The percentage of children to be served by the project who are members of low-income families.

3. The appropriateness of the methods used to select children to be served by the project.

4. The extent to which resources have been concentrated in a limited number of project schools to effectively serve the students.

VI. Disbursement of Federal Funds: Grant awards are made directly by the U.S. Department of Education to the successful applicants.

VII. Matching Provisions: No matching state funds are required.

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Grace Fujita, Educational Director, Development Services and Continuing Education Branch

Richard Port, Educational Specialist III, Curriculum Materials and Services Development Section

Project Director: Belen C. Ongteco, Educational Specialist II, Curriculum Materials and Services Development Section

IX. Federal Funds Received:

1982-83	$265,219
1983-84	265,017

X. Status and Analysis: The following activities are proposed for the 1983-84 school year:

1. In-service training for project staff and participating teachers.

2. On-site demonstrations in methodologies and use of bilingual materials.

3. Coordination with Title VII Materials Development Center and various sources of materials.

4. Direct assistance to about 560 limited English proficiency students.

5. Involvement of parents on a regular basis in the review and evaluation of program activities.

I. Federal Program: Bilingual Education, Basic Project, School/Home Partnership in Early Learning

II. Department Title: 84.003, 95-561, ESEA VII A, Bilingual Education

III. Eligible Applicants: Local educational agencies and institutions of higher education that apply jointly with one or more local educational agencies.

IV. Basic Provisions: This program provides financial assistance to establish, operate or improve programs of bilingual education to assist children of limited English proficiency to improve their English language skills. Projects are to be designed to build the capacity of the grantee to continue bilingual education programs when federal funds are no longer available.

V. Significant Rules and Regulations:

The following factors are considered in selecting projects to be funded:

1. The percentage of children of limited English proficiency to be served by the project who have never been served by any federally funded bilingual education program.

2. The percentage of children to be served by the project who are members of low-income families.

3. The appropriateness of the methods used to select children to be served by the project.

4. The extent to which resources have been concentrated in a limited number of project schools to effectively serve the students.

VI. Disbursement of Federal Funds: Grant awards are made directly by the U.S. Department of Education to the successful applicants.

VII. Matching Provisions: No matching state funds are required.

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Grace Fujita, Educational Director, Development Services and Continuing Education Branch

Noboru Higa, Educational Specialist III, Adult and Early Childhood Section

Project Director: Dr. Nora Hubbard, Educational Specialist II, Adult and Early Childhood Section

IX. Federal Funds Received:

1982-83	$144,269
1983-84	144,163

X. Status and Analysis: Activities to be conducted during the 1983-84 school year will include:

1. In-service training for selected teachers.
2. Direct instruction to target group children.
3. Working with parents to increase their awareness of their major role in children's language development.
4. Coordinating activities with other Title VII projects and the Service Center.
5. Revising pupil progress forms to reflect objectives of project.

I. Federal Program: Bilingual Education, Basic Project, Project EXIT (English and Cross-Cultural (X) Improvement in Testing)

II. Department Title: 84.003, 95-561, ESEA VII A, Bilingual Education

III. Eligible Applicants: Local educational agencies, State educational agencies, and institutions of higher education or nonprofit private organizations that apply jointly with one or more local educational agencies or a state educational agency.

IV. Basic Provisions: This program provides financial assistance to establish, operate or improve programs of bilingual education to assist children of limited English proficiency to improve their English language skills. Projects are to be designed to build the capacity of the grantee to continue bilingual education programs when federal funds are no longer available.

V. Significant Rules and Regulations:

The following factors are considered in selecting projects to be funded:

1. The percentage of children of limited English proficiency to be served by the project who have never been served by any federally funded bilingual education program.

2. The percentage of children to be served by the project who are members of low-income families.

3. The appropriateness of the methods used to select children to be served by the project.

4. The extent to which resources have been concentrated in a limited number of project schools to effectively serve the students.

VI. Disbursement of Federal Funds: Grant awards are made directly by the U.S. Department of Education to the successful applicants.

VII. Matching Provisions: No matching state funds are required.

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Grace Fujita, Educational Director, Development Services and Continuing Education Branch

Richard Port, Educational Specialist III, Curriculum Materials and Services Development Section

IX. Federal Funds Received:

1983-84 $191,906

X. Status and Analysis: Selected limited English proficient students in the high school level will be provided with a concentrated skill development program utilizing teachers, parents, aides and volunteers in the teaching of "fifteen essential competencies covered by the Hawaii State Test of Essential Competencies (HSTEC).

This project will address the following priority areas: a) potential dropouts, b) recent immigrants, and c) high school students preparing to enter the job market. The evaluation plan calls for an external evaluator to make a quantitative assessment of the completion of objectives of this three-year project.

I. Federal Program: Bilingual Education, Training Project, SEA Institute for Effective Leadership in Bilingual Education

II. Department Title: 84.003, 95-561, ESEA VII A, Bilingual Education

III. Eligible Applicants: Local educational agencies, State educational agencies, and institutions of higher education or nonprofit private organizations that apply jointly with one or more local educational agencies or with a State educational agency.

IV. Basic Provisions: This program provides funds to establish, operate or improve training programs for persons who are participating in or preparing to participate in bilingual education programs or bilingual education training programs.

V. Significant Rules and Regulations:

The following criteria are considered in the selection of projects to be funded:

1. The extent to which the project affords promise of developing innovative approaches to training which will benefit bilingual education programs.

2. The extent to which the project will increase the participants' knowledge and understanding of the objectives of bilingual education and ways of meeting the needs of children of limited English proficiency.

3. The extent to which the project will improve the skills of the participants in carrying out their responsibilities in bilingual education programs.

4. The extent to which the project addresses a specific need for training not addressed by existing projects.

VI. Matching Provisions: No matching State funds are required.

VII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Grace Fujita, Educational Director, Development Services and Continuing Education Branch

Richard Port, Educational Specialist III, Curriculum Materials and Services Development Section

XIII. Federal Funds Received:

1983-84 $49,500

IX. Status and Analysis: About twenty (20) SEA officials will participate in the training institute during the first year. SEA support personnel associated with the bilingual education program will also be included. Successful innovative practices in bilingual education as well as the philosophy of bilingual education will be disseminated to the participants. Field-based activities will focus on technical assistance through on-site visitation of project schools and the ongoing responsibilities of project participants who work with bilingual education projects. Some of the trainees will provide cadre instructions for the following training cycles.

I. Federal Program: Bilingual Education, State Educational Agency Project for Coordinating Technical Assistance

II. Department Title: 84.003, 95-561, ESEA VII A, Bilingual Education

III. Eligible Applicants: State Educational Agencies

IV. Basic Provisions: This program provides funds to State educational agencies to coordinate technical assistance to bilingual education programs funded under ESEA Title VII within their states.

V. Significant Rules and Regulations:

1. Grants to State agency cannot exceed 5% of the aggregate of the amounts paid to local educational agencies in the State in the fiscal year preceding the fiscal year for which the grants are sought.

2. State must comply with the "supplement not supplant" provisions of the law.

3. Grantee must employ bilingual personnel for the project to the extent possible.

VI. Disbursement of Federal Funds: Grant awards are made directly to successful applicants by the U.S. Department of Education.

VII. Matching Provisions: No matching State funds are required.

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Miles S. Kawatachi, Educational Director, Special Needs Branch

Moss Ikeda, Educational Specialist III, Compensatory Education Section

Project Coordinator: Josephine Pablo, Educational Specialist II, Compensatory Education Section

IX. Federal Funds Received:

1976-1977	$ 8,488
1977-1978	21,650
1978-1979	25,110
1979-1980	26,137
1980-1981	33,638
1981-1982	35,520
1982-1983	36,845
1983-1984	55,189

X. Status and Analysis: Grant funds will be used to hire necessary staff that will coordinate the provision of technical assistance to the bilingual education projects funded by ESEA Title VII Bilingual Education Program in the State. This project will coordinate the statewide efforts to improve services to students of limited English proficiency. It will ensure adequate and effective technical assistance to Hawaii Bilingual/Bicultural Education Projects (5 projects in all seven districts) through the following activities:

1. Capacity building in bilingual education through staff development and identification of resources;

2. Dissemination of information on bilingual education; and

3. Assistance to schools and districts in program improvement efforts (i.e., instructional approaches, materials development and utilization, classroom management, documentation, parent involvement, etc.)

4. Coordination with other support services and other agencies and organizations.

I. Federal Program: Bilingual Education - Bilingual Education Multifunctional Support Center

II. Department Title: 84.003, 95-561, ESEA VII A, Bilingual Education

III. Eligible Applicants: Institutions of Higher Education, State Educational Agencies and Local Educational Agencies

IV. Basic Provisions: The multifunction center will consolidate support services to ESEA Title VII bilingual education projects. Support services are those activities that develop, improve, assist, enhance and strengthen bilingual education programs. These services include training activities, technical assistance activities, coordination activities and other support services.

V. Significant Terms of Contract:

1. This service center will be funded by a cost reimbursement contract with the contractor submitting an exhibit of expenditures by task and individual as part of the monthly management report.

2. The contract is for twelve months and may be renewed for two additional twelve-month periods.

3. The service center will provide services to Service Area 14 consisting of Hawaii and American Samoa.

4. Contractor must establish contact with and have a plan for collaboration with other major federally funded projects that provide training and technical assistance and other services to the service area.

VI. Disbursement of Federal Funds: Reimbursement for approved expenditures are made directly to the contractor by the U.S. Department of Education.

VII. Administrative Agency: Hawaii Department of Education and American Samoa Department of Education - Joint Sponsors

Operating Agency: Hawaii Department of Education

Dr. Donnis H. Thompson, Superintendent

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Grace Fujita, Educational Director, Development Services and Continuing Education Branch

Richard Port, Educational Specialist III, Curriculum Materials and Services Development Section

Salu Reid, Educational Specialist, Curriculum Materials and Services Development Section

VIII. Federal Funds Received:

1983-84 $380,698

IX. Status and Analysis: The first year will include the organization of the service center and developing the communications link between American Samoa and Hawaii as well as with the other Pacific service center. The training activities for the personnel in Title VII bilingual education projects will be initiated as soon as priorities can be established and consultants contacted. Technical assistance activities will also be initiated in accordance with the priorities established. Other consultants will be contacted to provide the evaluation services.

I. Federal Program: Transition Program for Refugee Children

II. Department Title: 84.146, 96-212, INA, Transition Program for Refugee Children

III. Eligible Applicants: State educational agencies, local educational agencies, institutions of higher education and nonprofit private organizations.

IV. Basic Provisions:

Funds are to be used to provide:

1. Bilingual education and other special English language instruction and materials.

2. In-service training for educational personnel who work with eligible children.

3. Counseling and guidance services to eligible children.

4. Coordination with local and State social service and health programs.

5. Development and dissemination of innovative methods and materials that meet the special educational needs of eligible children.

V. Significant Rules and Regulations:

1. The State educational agency must provide opportunities for eligible children enrolled in nonprofit private schools to receive educational services under this program.

2. Formula grants are made to States based on the number of eligible children in the state, at approximately $400 per eligible child.

VI. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Miles S. Kawatachi, Educational Director, Special Needs Branch

Moss Ikeda, Educational Specialist III, Compensatory Education Section

Project Coordinator: Ethel Ward, Educational Specialist II, Compensatory Education Section

VII. Federal Funds Received:

1981-1982	$162,680
1982-1983	206,410
1983-1984	89,300

VIII. Status and Analysis: The federal funds will be used to provide the identified Indochinese children with the following:

1. Instructional services to develop the basic skills of the children.

2. Cultural orientation services.

3. Guidance and career education services for students who are in secondary schools.

The parents of the target group children will be assisted in understanding the school system and in learning ways to help their children with their studies.

Programs under the jurisdiction of the Department of Agriculture, Washington, D.C. 20202.

I. Federal Program: School Lunch Program

II. Department Title: (a) 10.550, 95-166, NSLA 14, Food Distribution Program; (b) 10.553, 96-499, CNA 4, School Breakfast Program; (c) 10.555, 96-499, NSLA, School Lunch Program; (d) 10.559, 95-627, NSLA 13, Summer Food Program

III. Eligible Applicants: Public and nonprofit private and parochial schools operating a nonprofit food service, including residential child-care institutions.

IV. Basic Provisions: Cash reimbursement and donated commodities available to participating schools for lunches which meet the nutritional requirements designated as a Type A meal served to children in grades K-12, and to pre-schoolers in programs operated as part of the school system.

V. Significant Rules and Regulations:

1. Annual approval of "School Lunch Program Agreement" (Form FD-3) is required to operate an approved school lunch program.

2. Operation of food services must be on a nonprofit basis.

3. Type A nutritional requirement must be met in each meal claimed for reimbursement. Such lunches must contain as a minimum:

   a. One-half pint of fluid milk as a beverage.

   b. Two ounces (edible portion as served) of lean meat, poultry, or fish; or two ounces of cheese; or one egg; or one-half cup of cooked dry beans or peas; or four tablespoons of peanut butter; or an equivalent quantity of any combination of the above listed foods.

   c. A three-fourth cup serving consisting of two or more vegetables or fruit, or both.

   d. One slice of whole grain or enriched bread; or a serving of corn bread, biscuits, rolls, muffins, etc., made of whole grain or enriched meal or flour.

4. Free or reduced price meals shall be offered to children determined by the school to be unable to pay the normal charge.

5. Local and state health regulations must be observed.

VI. Disbursement of Federal Funds: Federal reimbursement is payed monthly based on claims submitted by schools for each month's operation.

VII. Matching Provisions: Current state revenue matching requirements is 30% of all Section 4 funds made available to a state from the previous school year.

VIII. Fiscal Procedures: Schools submit MONTHLY CLAIM FORM SL-6, for reimbursement for each Type A lunch served to children and meeting the necessary nutritional requirements. The rate of reimbursement is determined by Cash Payments appropriated by Congress annually. In September, 1982, the reimbursement rates for Hawaii are $.13 per paid lunch, $1.4075 per free needy lunch and $1.0075 per reduced price lunch. All monies accruing to the program may be used for School Lunch Purposes only.

Donated commodities are distributed to schools on the basis of lunch participation. Commodities are authorized under Section 6 (direct purchase of foods to supplement school lunch program) and Sections 32 and 416 (surplus removal of commodities which may be used for school lunch). Legislation provides for commodities valued at 11.50¢ for each lunch served.

IX. Administrative Agency: Department of Education

James Edington, Assistant Superintendent, Office of Business Services

Coordinator: Richard M. Hiramoto, Director, School Food Services Branch

X. Federal Funds Received:

1965-1966	$ 864,556	1974-1975	$ 4,531,741
1966-1967	883,801	1975-1976	5,681,554
1967-1968	938,603	1976-1977	6,734,916
1968-1969	987,864	1977-1978	7,767,726
1969-1970	1,079,335	1978-1979	9,649,635
1970-1971	1,806,812	1979-1980	9,632,774
1971-1972	1,7o9,000	1980-1981	13,617,674
1972-1973	2,708,624	1981-1982	12,391,412
1973-1974	2,917,911	1982-1983	12,314,917
		1983-1984	12,855,205 (est.)

XI. Status and Analysis: Over 84% of the public school students utilize the school lunch services.

There are 152 schools with Conventional Kitchens preparing food for the students of that school. In addition, there are 32 schools with Preparation Kitchens preparing food for those schools and an additional 46 schools equipped with Service Kitchens.

I. Federal Program: Child Nutrition Programs

II. Department Title: 10.553, 96-499, CNA 4, School Breakfast Program

III. Eligible Participants: Public and nonprofit private schools of high school grade and under, nonprofit child-care institutions and centers.

IV. Basic Provisions:

1. Breakfast Program: Authorizes reimbursement for breakfasts served to students.

2. State Administrative Funds: Authorizes federal funds to assist states to administer child nutrition programs.

V. Significant Rules and Regulations:

1. Programs must be nonprofit in nature.

2. All income derived therefrom must be used for program purposes.

3. Minimum nutritional requirements for breakfast include one-half pint of milk, fruit or juice, and cereal or bread.

4. Where programs operate, breakfasts or milk should be offered free to children determined by the school to be unable to pay the normal charge.

5. Local and state health regulations must be observed.

VI. Disbursement of Federal Funds: Funds are allocated to the State monthly and are disbursed to the local educational agencies through the State Education Department, Office of Business Services.

VII. Matching Provisions: The State must maintain fiscal year 1977 funding level of the administration of the National School Lunch Program.

VIII. Fiscal Procedures: Schools must submit monthly claims on forms provided by the State Department of Education for the Breakfast Program. State Department of Education submits claim for State Administrative funds to USDA.

IX. Administrative Agency: Department of Education

James Edington, Assistant Superintendent, Office of Business Services

Coordinator: Richard M. Hiramoto, Director, School Food Services Branch

X. Federal Funds Received:

Special Milk Program for Children

1965-1966	$114,444	1974-1975	$141,886
1966-1967	181,224	1975-1976	171,371
1967-1968	149,007	1976-1977	169,379
1968-1969	110,721	1977-1978	160,610
1969-1970	91,491	1978-1979	122,339
1970-1971	64,156	1979-1980	125,258
1971-1972	53,517	1980-1981	123,814
1972-1973	43,396	1981-1982	terminated
1973-1974	15,446		

Child Nutrition Programs (Includes Breakfast Program and Non-Food Assistance Program)

1965-1966	$. . . .	1974-1975	$ 186,641
1966-1967	4,472	1975-1976	198,092
1967-1968	5,290	1976-1977	556,677
1968-1969	15,131	1977-1978	930,398
1969-1970	51,186	1978-1979	1,124,925
1970-1971	74,599	1979-1980	1,157,190
1971-1972	86,728	1980-1981	1,984,481
1972-1973	86,998	1981-1982	1,512,949
1973-1974	141,825	1982-1983	1,788,898
		1983-1984	1,852,652 (est.)

Administration Funds for Programs

1968-1969	$ 699 (1st year authorized)		
1969-1970	8,694		
1970-1971	14,896	1977-1978	$ 79,000
1971-1972	14,775	1978-1979	114,507
1972-1973	14,746	1979-1980	91,890
1973-1974	24,744	1980-1981	126,860
1974-1975	67,523	1981-1982	175,970
1975-1976	67,523	1982-1983	216,241
1976-1977	78,142	1983-1984	211,053 (est.)

XI. Status and Analysis:

Child Nutrition Programs:

Breakfast - As of June, 1983, 206 schools served 17,300 breakfasts daily. This represents 15% of the average daily attendance for Breakfast Program schools.

I. Federal Program: Nutrition Education and Training Program

II. Department Title: 10.564, 95-166, CNA 19, Nutrition Education and Training Program

III. Eligible Applicants: State and territorial education agencies

IV. Basic Provisions: Grants are made to State educational agencies to provide:

1. Nutritional training for educational and food service personnel;

2. Food service management training for school food service personnel; and

3. Nutritional education activities in schools and child care institutions.

V. Significant Rules and Regulations: Funds to be used to encourage the effective dissemination of scientifically valid information to all children in public and private schools and public and private child care institutions.

VI. Disbursement of Federal Funds: Funds are apportioned based on DHSS certified enrollment data for schools and institutions in each State. Hawaii receives a minimum grant of $50,000/year.

VII. Matching Provisions: State must provide the additional funds for administration not covered by program funds.

VIII. Administrative Agency: Department of Education

Dr. Evelyn Klinckmann, Assistant Superintendent, Office of Instructional Services

Rose Yamada, Educational Director, General Education Branch

Dr. Mildred Higashi, Educational Specialist III, Sciences and Humanities Section

Project Director: Deanna Helber, Educational Specialist II, Nutrition Education

IX. Federal Funds Received:

1977-1978	$ 70,900
1978-1979	110,912
1979-1980	82,500
1980-1981	75,000
1981-1982	50,000
1982-1983	50,000
1983-1984	50,000 (est.)

X. Status and Analysis:

A state-wide assessment of the nutrition education and training needs of administrators, teachers, food services personnel, parents and students was completed as required by Program regulations. The plan for assessment was designed by Northwest Regional Educational Laboratory and the assessment was conducted by the Curriculum Research Development Group of the University of Hawaii. The data from the needs assessment will be used to finalize the State Plan for Nutrition Education and Training.

Training models for school nurses, food service managers and teachers were developed and implemented. A draft framework for nutrition education K-6 was developed to aid the integration of nutrition education into existing curricular areas. A curriculum guide and instructional materials for K-12 have been developed to guide teachers and schools in the delivery of a well-planned nutrition education program. A major portion of the program for 1982-83 will be in-service training for teachers--preschool to grade 12, food service personnel, school nurses and parents.

Mini-grants have been provided to schools for proposals consistent with state-wide goals. Multi-media resources are also being analyzed, purchased and made available for state-wide dissemination. A 36-member State Nutrition Education Advisory Council for the Program has been established and consulted extensively.

Programs under the jurisdiction of the Department of Health, Washington, D.C. 20202.

I. Federal Program: Preventive Health and Health Services Block Grant

II. Department Title: 13.991, 97-35, PHSA XIX, Health Service Block Grant

III. Eligible Applicants: State Governments

IV. Basic Provisions: Provide States with resources for comprehensive preventive health services including emergency medical services, health incentive activities, hypertension programs, rodent control, fluoridation programs, health education and risk reduction programs, home health services, and services for rape victims.

V. Significant Rules and Regulations:

1. Funds may be used for preventive health services programs including community based efforts to demonstrate and evaluate methods for organizing and delivering comprehensive health services and efforts designed to deter smoking and the use of alcoholic beverages among children and adolescents and other risk reduction and health education activities.

2. Annual reports on the activities funded by this program must be submitted to the State Department of Health.

3. Payments are to be made on a reimbursement procedure. Periodic reports of expenditures must be made for fund reimbursement.

VI. Procedures for Applying for Funds:

1. Schools and/or district offices may submit project applications to the State Department of Health. Applicants should keep OIS informed about their proposals.

2. The State Department of Health will review the applications and select those projects to be funded.

VII. Disbursement of Federal Funds: Federal funds are allocated to the State Department of Health by the U.S. Department of Health and Human Services. The State Health Department selects the projects to be funded and disburses the funds.

VIII. Matching Provisions: No matching State funds are required. However, start-up funds are required since these are reimbursement-type projects.

IX. Administrative Agency: Department of Health

X. Operation Agency: Department of Education

1. Leilehua Health Intervention Program

Francis Hatanaka, District Superintendent, Central District

James Iha, Principal, Leilehua High School

2. Project TOPS

Lokelani Lindsey, District Superintendent, Maui District

Calvin Yamamoto, Principal, Maui High School

XI. Federal Funds Received:

1. Leilehua Health Intervention Program

1983-84 $46,120

2. Project TOPS

1983-84 $25,000

XII. Status and Analysis:

1. Leilehua Health Intervention

Provides supplementary health education services in smoking and alcohol abuse studies to Grades 7 to 12 students in five secondary schools in the Central District. Services provided include a) short-term individual and family counseling, b) referral assistance, and c) peer leadership training. There are direct linkages with community resources to provide speakers and resources as requested by the participants.

2. Project TOPS

Services provided will assist students in such areas as interpersonal conflicts, substance abuse problems, and problem solving and decision-making processes. Linkages between the schools and community agencies will be continued for counseling services, peer counseling training, and direct services to identified students and their families.

APPENDIX

A COMPARISON OF FEDERAL GRANT AWARDS AND
OTHER FEDERAL FUNDS RECEIVED DURING
Fiscal 1983 and 1984

	Fiscal 1983	Fiscal 1984
Financial Assistance to Meet Special Educational Needs of Disadvantaged Children	$ 7,160,616	$ 8,632,223
Administration	225,000	225,000
Financial Assistance to Children in Institutions for Neglected or Delinquent	56,720	52,607
Secretary's Initiative to Improve the Quality of Chapter 1, ECIA Projects - Hawaii Chapter 1 Project for Program Improvement through Monitoring		26,000
Follow Through Program	309,899	309,899
Civil Rights Assistance Project - Desegregation of Public Education - Sex Desegregation	87,368	
Civil Rights Assistance Project - Desegregation of Public Education - National Origin Desegregation	93,336	39,344
Aid for Federally Impacted Areas	16,352,119	10,000,000*
Chapter 2, Education Consolidation and Improvement Act of 1981	2,187,360	2,229,304
Indian Education - Local Educational Agencies and Tribal Schools	18,083	16,866
Vocational-Technical Education Programs	1,117,527	1,244,802
Adult Basic Education	373,748	430,891
Assistance to States for Education of Handicapped Students	2,772,567	3,013,154
Preschool Incentive Grant	42,232	45,073
Preparation of Personnel in the Education of the Handicapped	73,800	70,000

*estimate

	Fiscal 1983	Fiscal 1984
Assistance to Children Attending State-Supported or State-Operated Programs for the Handicapped . . .	436,785	440,006
Library Services and Construction . . .	703,304	486,447*
National Diffusion Network Program . . .	51,469	53,550
Bilingual Education, Basic Project, Limited English Speaking Students in Grs. 9 to 12	265,219	265,017
Bilingual Education, Basic Project, School/Home Partnership in Early Learning	144,269	144,163
Bilingual Education, Basic Project, Project EXIT (English and Cross-Cultural (X) Improvement in Testing		191,906
Bilingual Education, Training Project, SEA Institute for Effective Leadership in Bilingual Education		49,500
Bilingual Education, State Educational Agency Project for Coordinating Technical Assistance	36,845	55,189
Bilingual Education, Bilingual Education Multifunction Support Center . . .		380,698
Transition Program for Refugee Children	206,410	89,300
School Lunch Program	12,314,917	12,855,205*
Child Nutrition Programs	2,005,139	2,063,705*
Nutrition Education and Training Program	50,000	50,000*
Preventive Health and Health Services Block Grant		71,120
TOTAL	$47,084,732	$43,530,969

*estimate